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ABSTRACT

Designed as a guide for development of Hawaii's community colleges, this report identifies 11 directions for the 1980's in the areas of educational quality, opportunities for education, and administrative leadership. Introductory material provides background on the planning document and an overview of the place of community colleges and the Employment Training Office (ETO) in the University of Hawaii system. Following a statement of community college mission, the context for planning is described and the assumptions underpinning the planning document are presented. Next, the 11 directions are presented and discussed, along with activities to contribute to the implementation of each. The directions are: (1) improving the quality of instruction and programs; (2) increasing faculty and staff development opportunities; (3) emphasizing education for personal development and social responsibility; (4) emphasizing basic academic skills as a foundation for student success; (5) helping students make maximal use of community college opportunities; (6) expanding programs and services for adults and students with special needs; (7) providing programs to support economic development in Hawaii; (8) strengthening ties between colleges and their communities; (9) strengthening educational leadership; (10) improving cooperation and coordination among colleges; and (11) increasing effectiveness and promoting accountability. The report concludes with a a section on implementation. Appendices provide information on curricula offered, selected student characteristics, fall 1983 enrollments, and teaching faculty by college. (LAL)

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HAWAII'S COMMUNITY COLLEGES

New Directions For The 80s

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HAWAII'S COMMUNITY COLLEGES

New Directions For The 80s

OFFICE OF THE CHANCELLOR
FOR COMMUNITY COLLEGES
UNIVERSITY OF HAWAII
MAY, 1984

Chancellor's Message

To My Colleagues:

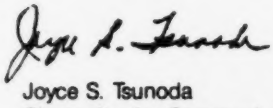
Someone once said, "If it isn't broken, don't fix it." This certainly applies to our *Directions for the 80s* which we had all worked together to develop four years ago. Our review of that document indicates that the basic premises behind our directional guides have not changed much. Those which have reflect recent technological or demographic shifts which we must now take into account in our planning. Since we have also accomplished some of our original objectives, we can move forward with some new ones.

During this four year period, the Community Colleges have emerged as the largest unit of the University of Hawaii system, based on headcount enrollment. As the branch of the University most closely in contact with local communities, we have a special obligation to respond to community educational needs.

Our *New Directions* refocus our attention and efforts on the educational dimensions of community colleges as we attempt to bring into realistic balance our multiple functions of vocational, transfer, general, and remedial education, and their inter-relationships to academic support services. As community college educators, we have the precious opportunity to influence the future of our students and our state through the courses we teach, the sequences in which we offer them, the standards for performance we set, and the expectations we place upon learners to assume a greater responsibility for their own education.

I am confident that our *New Directions for the 80s* will continue to serve as our guide through the 80s and beyond. As we keep the door to educational opportunity open to our people, *New Directions* reflect priorities which will maintain the Community Colleges as a strong and vital part of the University of Hawaii and enhance our increasingly important role in the future of public education in Hawaii.

Let us all continue to work together!



Joyce S. Tsunoda
Chancellor for Community Colleges

Preface

The University of Hawaii, the only public institution of higher education within the state, includes seven community colleges. Six of these colleges, as well as the Employment Training Office (ETO), report to the Chancellor for Community Colleges, and through the Chancellor to the President and Board of Regents of the University of Hawaii. The six colleges are Honolulu Community College, Kapiolani Community College, Kauai Community College, Leeward Community College, Maui Community College, and Windward Community College. The seventh college, Hawaii Community College, reports to and through the Chancellor of the University of Hawaii at Hilo. This document, *New Directions for the 80s* speaks primarily for ETO and the six colleges which report to the Chancellor for Community Colleges.

The Community Colleges came into being in 1965 when Act 39 of the 1964 State Legislature transferred jurisdiction over four technical schools (Honolulu, Kapiolani, Kauai, and Maui) from the Department of Education to the University of Hawaii. Later, the fifth technical school became Hawaii Community College, which eventually was included in the University of Hawaii at Hilo. In 1968, Leeward Community College opened its doors, followed in 1972 by Windward Community College. Also in 1968, the Employment Training Office became part of the Community College Chancellor's Office. Four of the colleges (Honolulu, Kapiolani, Leeward, and Windward) are located on the island of Oahu while the other three are located on the islands from which they take their names. Maui Community College also serves the islands of Lanai and Molokai, while ETO, located on Oahu, serves the entire state.

The seven community colleges and ETO, with a combined faculty of more than 700 instructors and 400 lecturers, enrolled more than 20,000 regular credit students (over 14,000 FTE) and nearly 10,000 special students each semester during the early 80s. Each college offers a two-year Associate in Arts degree in general education and liberal arts and a number of two-year Associate in Science degrees and shorter Certificates of Achievement and Completion in vocational/technical fields (see Appendix A for program list). Most colleges also offer apprenticeship training. The Employment Training Office offers non-credit certificate programs in vocational/technical areas.

Student enrollments are divided nearly evenly between general pre-professional programs and vocational/technical programs. As a result of the open admissions policy by which any high school graduate or adult age 18 or above may enroll, the colleges serve a substantial cross section of the state's population (see Appendix B for Student Characteristics). During the early 80s, approximately one-third of the regular credit students were recent high school graduates, while another twenty percent were 30 or more years of age. Women accounted for slightly more than half the total enrollment while ethnic diversity reflected that of the state.

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Mission

COMMUNITY COLLEGE MISSION

The mission of our Community Colleges is derived from the University of Hawaii system mission statement:

> to provide all qualified people in Hawaii an equal opportunity for quality college and university education; to create knowledge and gain insight through research and scholarship; to preserve and contribute to the artistic and cultural heritage of the community; and to provide other public service through the dissemination of current and new ideas and techniques. In pursuing its charter, the University of Hawaii is committed to the development of the state's greatest asset, its people

The mission of the Community Colleges is also consistent with the goals established by the State Higher Education Functional Plan, the State Postsecondary Education Commission, and the State Board for Vocational Education. Within this context, the Community Colleges of the University of Hawaii have as our special mission:

- To broaden access to post-secondary education in the State of Hawaii by providing open door opportunities for students to enter quality educational programs within their community.
- To provide vocational and technical programs which both prepare students for immediate employment and provide the paraprofessional and trained work force needed by the state.
- To specialize in the effective teaching of general education and other introductory liberal arts and pre-professional courses.
- To provide opportunities for personal enrichment, occupational upgrading, and career mobility through credit and non-credit courses and activities.
- To contribute to and stimulate the cultural and intellectual life of the community by providing a forum for the discussion of ideas; by providing leadership, knowledge, problem-solving skills, and general informational services in which the colleges have special competence; and by providing opportunities for community members to develop their creativity and appreciate the creative endeavors of others.

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COMPREHENSIVENESS

Each community college strives to offer a well balanced array of educational programs and courses to serve the needs of all sizable potential client groups in its community. In addition, each campus attempts to provide the facilities, academic support services, and student services necessary to maintain a high quality academic program.

The array of courses and programs varies from college to college in response to differing community needs and resources. To be comprehensive in its programs, however, a college must offer a sufficiently varied curriculum to provide a student with choices: choices among vocational programs for entry-level jobs and choices among courses which meet general education requirements for particular degrees. In addition, to the extent resources permit, the curriculum will normally include credit or non-credit courses which meet a variety of non-degree interests and needs including job upgrading and personal enrichment.

Because resources are scarce, however, it is not possible for all colleges to offer all vocational options. In some instances, a community college may offer a program which serves the entire state. Colleges offering statewide programs for which there are waiting lists will continue to reserve space in these programs for students from other islands. In general, the neighbor island colleges, as the only institutions of higher education in their counties, will offer the widest variety of vocational programs for which there are resources and continuing demand. Where gaps in vocational training exist, the Employment Training Office will seek to meet the demand.

On Oahu, however, colleges will continue to specialize in both vocational and liberal arts offerings, jointly achieving a comprehensive educational program for the island as a whole. Each Oahu campus will continue to serve its immediate geographic community with general and high-demand vocational programs and may also offer selected high-cost or low-demand programs which serve the entire island. Likewise in the liberal arts and college transfer curricula, while all colleges will offer a comprehensive Associate in Arts program, some may also specialize, becoming a magnet for Oahu students in an area of emphasis.

Planning Context

The decade of the 70s saw the continued growth of the Community Colleges in Hawaii. The colleges, five of which formerly had been technical schools, developed high quality college transfer programs, greatly expanded the variety of vocational programs, and developed the academic and student support services characteristic of colleges. Two entirely new campuses were constructed and extensive building took place on all others. Faculty focused on instructional innovation and improvement to meet the needs of the variety of students who flocked to our doors.

At the onset of the 80s, the colleges began to give greater attention to development of the Community Colleges as a system. *Directions for the 80s*, published at the beginning of the decade, provided a set of system guidelines for development during this difficult decade. Among the major accomplishments of the first four years are:

. . .The Community Colleges have achieved a sense of unity as a system, working together to meet new challenges.

. . .In the continuing attempt to improve instruction, several campuses have introduced competency based instruction.

. . .Use of computers in instruction has grown rapidly on all campuses as instructors have sought to stay abreast of technological innovations.

. . .Library and media support standards have been established for the system and serve as guidelines for campus improvement.

. . .Several campuses have extended education to students in remote locations through the use of telecourses.

. . .Staff development has been initiated successfully, including both system-wide colloquia and a variety of faculty and staff generated activities on campuses.

. . .Construction of a new campus at Diamond Head has begun for Kapiolani Community College and planning is underway for new facilities at Windward Community College.

. . .Colleges have made major strides in developing and implementing energy conservation measures.

New Directions for the 80s provide a focus for the continuing development of the Community College system in the face of the constraints and challenges of the mid-decade. Among the assumptions on which this document is based are:

- The State of Hawaii and the University will remain committed to open admissions and relatively low tuition for the Community Colleges for the foreseeable future, resulting in steady or gradually increasing enrollments.
- Although recent high school graduates will continue to be a major client group, the student population will continue to include substantial numbers of older and part-time students.
- Nearly half the new community college students during the 80s will benefit from instruction in basic academic skills during their first semester, in order to meet their educational objectives successfully.
- State general funds will continue to be scarce, requiring that many new activities be funded through reallocations or by obtaining external sources of funding.
- A large percentage of faculty will be tenured and the colleges will continue to make use of a significant number of part-time faculty while striving to achieve an appropriate balance between full and part-time faculty.
- Students will continue to be concerned with the immediate usefulness of their educational programs for finding employment, resulting in increased interest in career exploration and enrollments in vocational programs.
- The State will look to the University of Hawaii, including its Community Colleges, to play an active partnership role with industry in the economic development of the state.
- The increasing use of computer technology in the home and work place will require rapid retraining of faculty, readjustments in educational curricula and instructional methods, and adoption of new approaches to resource management.

Major Community College Directions for the 80s

To fulfill our mission within the constraints and opportunities which we expect in the rest of the decade, the Community Colleges of the University of Hawaii have identified three major areas which will receive attention:

A. Educational Quality

B. Opportunities for Education

C. Administrative Leadership

Within these three broad areas, specific directions are identified in the pages which follow. Discussion of these directions includes activities which are intended to contribute to implementation of each direction.

Educational Quality

Foremost in the educational planning of the Community Colleges is continuing commitment to quality education. Maintenance of quality requires the continual re-examination of curricula and instructional methods to make certain that our programs serve the diverse academic, career, and personal needs of students as well as provide challenges and opportunities for both the bright and talented and the less academically prepared student. Quality also requires encouraging all students to enrich themselves and society by developing critical thinking and problem solving skills, by acquiring knowledge, and by gaining insight into themselves and others. Through continuing improvement in our vocational and liberal arts programs and in support services, as well as continuing emphasis on faculty and staff development and renewal, the Community Colleges will ensure that our degrees represent meaningful educational attainments. The four directions in this section focus on the quality of instruction and educational services.

Improving the Quality of Instruction and Programs

The Community Colleges take great pride in our primary commitment to the education of students. We select our faculty on the basis of their ability and potential as instructors, and recognize and reward them largely on the basis of their commitment to and effectiveness in advancing their students' intellectual and personal development.

The continuing quality of our instructional program will depend upon the efforts of faculty to improve curriculum design and instruction, as well as upon the maintenance of strong academic support services. The Community Colleges will continue to pursue quality by:

- Improving the evaluation of educational outcomes, including assessing students' command of general education skills and knowledge and their ability to function successfully in jobs.
- Strengthening transfer curricula to improve student preparation for pursuing baccalaureate degrees.
- Reviewing academic standards for our degrees and certificates.
- Adapting programs to technological advances, replacing obsolete and worn-out equipment and providing preventive maintenance on a regular schedule.
- Increasing emphasis on mathematics, science and computer literacy in educational programs as basic skills for coping with a highly technological society.
- Achieving standards established for library and media holdings, staffing, equipment and services in order to provide support for the variety of current and future teaching methodologies.
- Improving evaluation of instructor and lecturer teaching effectiveness as an aid to instructional and program improvement.
- Providing an adequate number of full-time faculty in each program to ensure an optimal teaching/learning environment.

Increasing Faculty and Staff Development Opportunities

Excellence in educational programs is directly related to the strength and vitality of our personnel. For this reason faculty and staff development activities will continue to have high priority in the Community Colleges throughout the decade. The early 80s have seen a commitment to providing resources for staff development on both the campus and system levels, with faculty and support staff groups generating projects to meet their own needs and interests within the context of college priorities. During the rest of the decade, the Community Colleges will:

- Continue to provide support for development activities generated by faculty and staff which are consistent with institutional goals, priorities, and policies.
- Continue to support the system-wide Community College Colloquium Series as a means of promoting interchange of ideas among faculty and among staff engaged in common activities.
- Facilitate faculty efforts to keep up with changes in their academic or occupational fields through involvement in professional associations and interaction with colleagues in Hawaii and elsewhere.
- Provide faculty and staff exchanges and internship opportunities within and outside the Community Colleges.
- Provide opportunities for faculty to meet shifts in employment demand or student interests through retraining.
- Provide opportunities for faculty and staff to explore new learning systems, including computer technologies, telecourses, electronic classrooms, and home learning.
- Provide opportunities for lecturers to participate in a full range of staff development activities.

Emphasizing Education for Personal Development and Social Responsibility

One approach to improved educational quality in the Community Colleges will be an emphasis on providing education for personal enrichment and social responsibility. We have always been concerned with one aspect of social responsibility: that of learning job skills and becoming economically self-sufficient. Equally important is the ability of each student to function as a citizen and to participate in promoting the welfare of the community and determining the course of the future. Personal enrichment is not only an end in itself, but also contributes indirectly to social responsibility. Citizens who possess self-knowledge and are personally fulfilled are likely to have insight into the needs of others; they will also contribute to the cultural and intellectual life of the community. The analytic frameworks, ideas, knowledge, perspectives and skills provided in general education courses are essential to these activities. During the remainder of the decade the Community Colleges will:

- Re-evaluate the Associate in Arts curriculum to identify skills and knowledge necessary for personal development and social responsibility, and revise the curriculum as necessary to ensure that the degree prepares students to continue learning throughout life.
- Play an active role within the University of Hawaii system in shaping the undergraduate core curriculum.
- Foster the concept that vocational education is more than occupational skills training, but also includes the development of the total person.
- Re-examine all curricula to make certain that the education provided will enable students to understand and respond to technological changes in work, personal and civic life.
- Increase opportunities for career exploration and cooperative education and internships to facilitate student movement into the labor force.

Opportunities for Education

Emphasizing Basic Academic Skills as a Foundation for Student Success

The open door to the Community Colleges brings a great diversity of students to campuses, including many who lack the confidence and skills in reading, writing, speaking, computation and problem solving necessary to pursue their educational goals. Basic academic skills are essential, not only to student success in college and afterward, but also to the maintenance of quality in academic programs. The Community Colleges will continue to devote resources to basic skills improvement by:

- Supporting courses, learning laboratories, tutoring services, and other formal and informal activities which allow students to improve their ability to read, write, speak, listen and compute effectively.
- Incorporating basic skills development in a wide variety of courses in general education and vocational fields to reinforce skill improvement throughout the curriculum.
- Helping students understand that basic academic skills are necessary not only for success in college programs, but also for success in their work and personal lives after graduation.
- Providing learning environments which will allow students to gain the self confidence and self discipline needed to achieve their educational goals.
- Continuing to refine and apply placement and diagnostic tests to assess individual strengths and weaknesses in academic skills and to encourage realistic academic expectations on the part of students.
- Developing partnerships with other educational groups, such as the State Department of Education, which provide foundations in basic education.

During the 70s and early 80s the Community Colleges focused on broadening access to higher education. We will continue our commitment to maximizing access, but during the rest of the decade, colleges will stress the wider concept of opportunities for education. This approach will take us beyond efforts to equalize access, increasing our focus on offering a well-chosen mixture of programs, increasing retention of students, and improving student performance. In determining the combination of educational opportunities at each college, we will promote closer ties with the community economically, educationally and culturally.

This section, then, considers four directions for establishing a relevant mix of educational opportunities and emphasizing efforts to help students succeed in them.

Helping Students Make Maximal Use of Community College Opportunities

As the range of clientele of the Community Colleges broadens, an increasing number of students will enter without clear objectives in seeking postsecondary education. Without special assistance in assessing their needs and attitudes, identifying their talents and abilities, and selecting from among career and program goals, they may make less than optimal use of the resources available at the Community Colleges. Our desire to ensure that all students profit from their education creates an obligation for Community Colleges to provide intensive support to students by:

- Providing effective academic guidance to help each student set goals and tasks which are realistic and to encourage each learner to assume greater responsibility for learning.
- Establishing methods for recognizing academically and vocationally talented students and encouraging them to achieve at their highest level.
- Improving follow-along services and strengthening policies on academic progress to encourage students to take their learning opportunities seriously and to make progress toward their goals.
- Providing instruction in the use of academic resources available to students, including computers, libraries, laboratories, and learning centers.
- Eliminating barriers to and encouraging enrollment of women and men in non-traditional fields and of handicapped students in all programs.
- Providing students with opportunities to extend academic and social learning outside the classroom through extra-curricular activities, including student government.
- Strengthening articulation arrangements with upper-division institutions to facilitate transfer of students.

Expanding Programs and Services for Adults and Students with Special Needs

During the 70s, the University of Hawaii Community Colleges met the challenge of providing a diverse array of vocational and general education programs for students entering higher education directly from high school. These programs and courses have also been effective in drawing a large number of adult students returning to college after a few or many years away from the formal classroom. In the early 80s, the proportion of students over age 30 was twenty percent of total Community College enrollment.

Throughout the decade, the Community Colleges will continue to meet the challenge of moving beyond the immediate post high school age group to address the educational interests and concerns of adults of all ages by:

- Improving the scheduling of evening courses to permit students unable to attend day classes to attain their educational goals.
- Utilizing alternative delivery systems to provide continuous access to education for adults unable to attend regular on-campus classes.
- Providing courses and activities to help individuals function more effectively in their multiple adult roles such as consumers, parents, and citizens.
- Improving our ability to assess the informal learning acquired by adults through work, individual study, or non-credit courses.
- Strengthening support services for handicapped and other special need students.
- Providing support services to help recent immigrants and refugees adjust to the community and higher education.

Providing Programs to Support Economic Development in Hawaii

Throughout the country, state and local governments are turning to educational institutions to assist in the economic development process. Colleges are asked to provide training or retraining in new or rapidly changing areas as part of local efforts to attract high technology industry or to diversify the economy. Hawaii is no exception. In selecting our array of educational offerings, the Community Colleges will remain sensitive to the economic needs of the State of Hawaii by:

- Improving the ability to assess and respond quickly to changing local and statewide needs for trained personnel.
- Seeking partnership arrangements with business and industry to provide training in high demand or rapidly changing occupations.
- Providing students with information and guidance on high demand occupational areas.
- Developing greater flexibility in curriculum, teaching, and scheduling to assist in skill upgrading and retraining on a credit or non-credit basis as resources permit.
- Coordinating or developing credit or non-credit courses to promote the success of small independent businesses.
- Defining the role of the Employment Training Office as a short-term, fast-response arm of the Community College system in meeting pressing community training needs.
- Working with advisory committees to assess changes in occupational and technical on-the-job requirements in order to keep curricula up-to-date.

Strengthening Ties Between Colleges and Their Communities

The word "community" in Community Colleges stands for the special relationship between a college and the people, organizations, and economic activities of its surrounding geographic area. Although public service is a major part of the mission of the Community Colleges, this aspect of our activities remains to be developed more fully. During the remainder of the 80s, a major effort to improve interaction with communities will be through partnership in economic development, as discussed in Direction 7. In addition, the Community Colleges will seek to build stronger links with communities and to become centers of community life by:

- Encouraging community use of college resources and facilities for educational, cultural, recreational, and avocational activities.
- Sponsoring credit and non-credit instructional and cultural activities, both on and off campus.
- Providing problem-solving skills, general informational services, leadership, or support, as appropriate, to groups seeking to identify and solve community problems.
- Utilizing the expertise of community members as lecturers and adjunct faculty for on- and off-campus courses and programs.
- Developing and strengthening college advisory councils to provide more direct community input into college and program development.
- Integrating credit and non-credit "community service" courses more closely with the regular academic and vocational curricula of each campus.

Administrative Leadership

The decade of the 80s will continue to challenge as well as frustrate the administrators of our Community Colleges. These administrators collectively, and also individually, must provide educational leadership on their campuses and within the UH system, must be accountable to their communities for the quality and array of programs and efficiency of resource use, and must manage humanely within a context of limited resources. Through personal commitment and as an aggressive team of educators, they will work to enhance understanding and respect for the special mission of our Community Colleges as an integral part of Hawaii's unified system of public higher education.

The final three directions are concerned with identifying and developing administrative leadership and teamwork. Through these talents we will maintain high quality educational and institutional support services.

Strengthening Educational Leadership

Our college administrators in the 80s require diverse skills and flexible attitudes to meet the varied demands upon them as well as to work successfully with faculty, system administrators, and community members. The Community Colleges must make special efforts to develop potential for administrative leadership and to provide for improvement in areas of weakness. In order to strengthen the administration of the colleges, we will:

- Improve the communication skills of administrators at all levels.
- Increase emphasis on mastering the techniques of rational decision making, especially in academic planning and evaluation.
- Analyze administrative staffing patterns and functions to ensure that adequate and qualified staff are provided to meet administrative needs.
- Improve the ability of administrators to provide academic leadership and effective management by supporting administrative staff development, including opportunities to teach and compensated leaves.
- Improve the evaluation and feedback procedures for all administrative units.
- Develop a program to identify and train faculty and staff for future administrative positions, including providing opportunities to serve in a variety of administrative capacities.
- Delegate decision making to the lowest appropriate level.

Improving Cooperation and Coordination Among Colleges

Six of the seven Community Colleges in Hawaii and the Employment Training Office are linked together under the leadership of the Chancellor for Community Colleges. This arrangement permits the ready development of cooperative arrangements among campuses to solve local problems, extend services in an era of tight resources, and enhance the creativity and dynamism of the colleges. We will continue to foster cooperation, while recognizing that each college must have the chance to establish policies and activities in accord with its own philosophy and community demands.

A major challenge to college administrators is the development of policies and procedures which clarify decision making responsibilities and allow for the fullest possible participation in decision processes. The cooperative atmosphere which such approaches inspire is essential to maintaining the high faculty and staff morale necessary for quality education. During the 80s, the Community Colleges will improve cooperation by:

- Defining the scope of authority and responsibilities of the Chancellor's Office and those of the respective campus administrations.
- Promoting participatory decision making by creating opportunities for input, discussion and problem solving among faculty, students, and administrators.
- Encouraging open management throughout our administrative operations.
- Developing means for sharing expertise, programs and equipment among campuses, including use of "circuit rider" instructors.
- Using compatible technologies at all campuses to permit sharing of teaching and learning materials.
- Providing means to disseminate innovative instructional techniques and successful approaches to instructional problems among faculty and staff of all UH campuses.

Increasing Effectiveness and Promoting Accountability

Over the past 15 years, Hawaii's Community Colleges have developed a reputation within the University of Hawaii system for internal cooperation, balanced programs, and staff loyalty and commitment. To maintain these strengths and continue building quality institutions, we must improve the ability of community college administrators to provide leadership in effective and efficient management of resources.

During the 80s the Community Colleges remain aware that our opportunities to expand services and introduce new programs will depend in large part on our ability to win the confidence of internal and external constituencies. To do so, we must improve our skill in identifying strong and weak areas and using these evaluations to set program and resource priorities. Toward this end, we will work to:

- Clarify and simplify administrative procedures.
- Increase the availability of and our ability to use quantitative measures in decision making.
- Continue to improve the process of program review and relate it more closely to academic planning and accreditation self-study.
- Use computers and other state-of-the-art technologies to improve the effectiveness and efficiency of adminstrative functions.
- Eliminate programs which no longer meet student or community needs in order to release funds for higher priority activities.
- Seek easier applications and admissions procedures, especially for unclassified students.
- Improve the ability to obtain alternative resources for education including funds from extramural sources.
- Emphasize maintenance and upgrading of physical facilities and equipment to avoid costly repairs and replacements.

Implementation

New Directions for the 80s is a refinement and refocusing of the original commitments to quality in higher education with which we in the Community Colleges entered the decade of the 1980s. Our focus for the 80s will remain growth, but growth in quality, not necessarily in quantity or size. We shall nurture the spirit of teamwork we have built among ourselves within and among community college campuses, and we will strive to expand the teamwork concept beyond the Community Colleges to the rest of the University of Hawaii system.

As before, the implementation of the *New Directions* will remain primarily at the individual campuses as administrators, faculty and staff work to achieve its objectives through campus Educational Development Plans which are under revision this year. The Chancellor for Community Colleges will continue to assume the responsibilities for overall academic leadership and for improving cooperation, coordination and sharing among the colleges, and will provide policy level support to the implementation of the directions in this document. Each Provost will play a pivotal role in guiding and leading campus implementation efforts. But the ultimate success of *New Directions* depends most heavily upon the enthusiasm and efforts of our faculty and staff. Most importantly, we will never lose sight of the fact that we are in the "people business." Our students are our only "business."

In the future, implementation will be closely tied to our new coordinated planning and evaluation cycle. The Western Accrediting Commission for Community Colleges recently approved our request to place all six campuses on a synchronized six-year accreditation cycle. All colleges and the Chancellor's Office will undergo a thorough evaluation in preparation for accreditation in 1989. Part of that evaluation will include our success in implementing these directions.

Based upon the accreditation review, we will revise our directions in early 1990. That document, along with long-range University mission and goal statements, will serve as a framework for campus Educational Development Plans which will be formulated by the end of 1990.

Appendix A

TABLE I
Curricula Offered at
Hawaii Community Colleges
Fall 1983

FIELD OF STUDY	COLLEGE: Hawaii	Honolulu	Kapiolani	Kauai	Leeward	Maui	Windward	ETO
GENERAL & PRE-PROFESSIONAL								
Liberal Arts	■	■	■	■	■	■	■	
VOCATIONAL EDUCATION								
Agriculture	■					■	■	
Business								
Accounting	■		■	■	■	■	■	
Clerical/ Steno & Rel.	■	■	■	■	■	■	■	■
Finance							■	
Hotel Operations			■			■		
Management				■	■			
Sales/Marketing	■		■	■		■		
Secretarial Science	■	■	■	■	■	■	■	
Visitor Industry				■				
Computer Services								
Data Processing	■		■					
Computer Science					■			
Food Services								
Commercial Baking		■						
Food Service	■		■		■	■		■
Health Education								
Dental Assisting			■					
Emergency Medical Services								■
Medical Assisting			■					
Medical Lab Technician			■					
Nursing	■		■	■		■		
Occupational Therapy Asst.			■					
Radiological Technology			■					
Respiratory Therapy			■					
Public Services								
Fire Science		■		■		■		
Early Childhood Ed.				■				
Human Services		■			■	■		
Industrial Ed.		■						
Interpreting for Deaf People		■						
Legal Assistant			■					
Occupational Safety & Health		■						
Police Science/Crim. Justice	■	■		■		■		
Recreation Instructor					■			
Trades & Technology								
Apparel Trades	■	■				■		
Applied Trades		■						
Auto Body Repair & Painting	■	■		■		■		■
Automotive Mechanics	■	■		■	■	■	■	■
Aviation Maintenance		■						
Building Maintenance						■		
Carpentry Technology	■	■		■		■		
Commercial Art		■						
Cosmetology		■						
Diesel Mechanics	■	■						
Drafting Technology	■	■			■			
Electrical Install. & Maint.	■	■		■				■
Electronics Technology	■	■						
Engineering Technology		■						
Graphic Arts					■			
Machine Shop Technology	■	■						
Marine Pipefitting		■						
Marine Technology					■			
Refrigeration & Air Cond.		■						
Sheet Metal/Plastics		■						
Welding & Sheet Metal	■							
Welding		■		■		■		

Appendix B

TABLE II
Selected Characteristics of Regular Students
University of Hawaii, Community Colleges
Fall 1983

Selected Characteristics	TOTAL No.	TOTAL V%
TOTAL	22,994	100%
BY SEX		
Male	11,180	49
Female	11,806	51
BY MAJOR PROGRAM AREA		
Liberal Arts and Sciences	9,437	41
Vocational	10,729	47
Unclassified	2,753	12
No Data	75	<1
BY ATTENDANCE STATUS		
Full-time	10,922	48
Part-time	12,072	52
FTE STUDENT MAJORS (Total SSH ÷ 15)	14,896	
BY AGE		
Mean Age	24.9	
Median Age	21.9	
Under 18	861	4
18 - 19	6,417	28
20 - 21	4,308	19
22 - 24	3,245	14
25 - 29	3,305	14
30 - 34	1,999	9
35 - 59	2,636	12
60+	211	1
No Data	12	<1
BY ETHNICITY		
Asian/Pacific	15,268	66
Japanese	*6,228*	*27*
Chinese	*1,435*	*6*
Korean	*485*	*2*
Filipino	*3,546*	*15*
Hawaiian/Part Hawaiian	*2,628*	*11*
Pacific Islander	*306*	*1*
Other Asian/Pacific	*429*	*2*
Mixed Asian/Pacific	*329*	*2*
Hispanic	387	2
Caucasian	4,853	21
Portuguese	*516*	*2*
Other	*4,337*	*19*
Black	288	1
American Indian/Alaskan Native	57	<1
Mixed	1,934	8
No Response	7	<1

Appendix B

Table III
College Enrollments
Fall 1983

College	Total Enrollment*	FTE Students*
Hawaii C.C.	1,757	1,575
Honolulu C.C.	5,131	3,290
Kapiolani C.C.	5,284	3,284
Kauai C.C.	1,190	693
Leeward C.C.	6,060	3,835
Maui C.C.	2,183	1,313
Windward C.C.	1,462	906
Total Credit Enrollment	23,067	14,896
Employment Training (non-credit only)	1,442	—

*Students enrolled for credit only, except ETO.

TABLE IV
Teaching Faculty By College
Fall 1983

College	Regular Faculty	Lecturers	Analytical FTE Faculty*
Hawaii C.C.	79	31	92.4
Honolulu C.C.	104	93	156.1
Kapiolani C.C.	101	88	147.3
Kauai C.C.	46	24	48.5
Leeward C.C.	135	96	173.6
Maui C.C.	60	47	74.7
Windward C.C.	35	20	46.4
Total Faculty	560	399	739.0
Employment Training Office	37	0	—

*1982 data

New Directions for the 80s

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ERIC CLEARINGHOUSE
FOR JUNIOR COLLEGES
APR 4 1986